

Archaeology 307
Introduction to Ethnoarchaeology
Fall 2015

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Office hours: Wednesday 10-11am or by appointment

Lectures: Monday/Wednesday 2:00-3:15pm in ES859

Course Description:

This course introduces students to ethnoarchaeology, analogical reasoning and the relationships between people and material objects. Ethnoarchaeology uses a variety of theoretical approaches and methods. Lectures illustrate the application of these approaches and methods to a range of material culture in contexts found worldwide. These examples highlight the actual and potential contributions of ethnoarchaeology to archaeology and anthropology. Assignments will provide students opportunities to apply these concepts to their everyday material world.

Required readings: A separate list of class readings is provided as a separate file on D2L. All articles are available from the Taylor Digital library journals. You can download articles in pdf format if you wish to highlight them or make additional notes. There are other resources in books or internet sources and students are encouraged to conduct further research on topics that they find of interest.

Suggested reading: David, Nicholas and Carol Kramer. 2001. *Ethnoarchaeology in Action*. Cambridge University Press. There are several copies of this available in the used bookstore and in the library.

Assignments, exams, and quiz schedule

Exam 1: Wednesday lecture period October 7 (25% of final grade)

Assignment 1: Wednesday lecture period October 14 (20% of final grade)

Assignment 2: Monday lecture period November 16 (20% of final grade)

Exam 2: Monday lecture period November 23 (25% of final grade)

Last quiz: Monday lecture period December 7 (10% of final grade)

Mark Distributions are determined as follows:

Grading Scheme

96.00-100	A+	66.00-70.99	C+
91.00-95.99	A	61.00-65.99	C
86.00-90.99	A-	56.00-60.99	C-
81.00-85.99	B+	53.00-55.99	D+
76.00-80.99	B	50.00-52.99	D
71.00-75.99	B-	below 49.99	F

Assignments

It is important that information gathered by observation or interview of informants be kept anonymous. The importance of informed consent and the ethics of conducting ethnoarchaeological research are discussed in Weeks 2 and 3. **CLASSES IN WEEKS 2 AND 3 ARE MANDATORY FOR ALL STUDENTS.** This is a qualification of the Faculty of Art's ethical approval of this course and all students will be required to sign an attendance form in class.

All data in assignments are marked by the instructor and returned to the student. Do not identify individuals by name. Refer to your informants only by a number, age, gender or other relevant but general information. All individuals observed or interviewed must be aware of the purpose of your study and provide voluntary consent. Raw notes from interviews and signed consent forms will be collected, stored according to university ethics requirements and later shredded by the instructor. Handing in raw notes to the instructor is a requirement for grading the assignment.

These assignments simulate an ethnoarchaeological study, but owing to the constraints of time and circumstance, they may not fit the precise definition of ethnoarchaeology as presented in your text. But you will be using ethnoarchaeological methods for a problem that archaeologists address. The purpose of the assignments is to develop interviewing skills including preparing questions to answer specific research goals, to conduct interviews and observations, to collate data, and to arrive at some conclusions.

Students do not need to pass every course component in order to pass the course, however, students must complete all elements of the course (quizzes, assignments, exams) in a diligent manner in order to complete the course.

Students are responsible for their own note taking. Powerpoint notes are minimal outlines and are not a substitute for in-class note taking (I do not publish images from classroom powerpoint presentations on D2L).

Missed exams and quizzes require a medical certificate for rescheduling. Students who are unable to take a scheduled exam must contact the instructor by phone, email or in person in advance of the scheduled exam to make necessary arrangements for a rewrite after providing a medical certificate. The use of notes, computers, cell-phones and other electronic devices are not allowed in exams and quizzes. While students can bring beverages to an exam, do not bring crunchy and smelly lunches or snacks because they are distracting to other students. Students are not allowed to tape, video-record or photograph lectures without written permission from the instructor.

Course Outline

CLASSES IN WEEKS 2 AND 3 ON ETHICS AND ANALOGICAL REASONING ARE MANDATORY AND STUDENTS MUST SIGN IN OR THEY CANNOT PROCEED TO DATA COLLECTION FOR ASSIGNMENTS 1 & 2. THIS IS PART OF THE FACULTY ETHICS APPROVAL FOR THIS COURSE. THESE LECTURES ARE NOTED IN RED BELOW.

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| Week 1: | Background to Ethnoarchaeology |
| September 9 | Course introduction: history and current state of play |
| Week 2: | History of Ethnoarchaeology and Ethics; Analogical reasoning |
| September 14 | History of ethnoarchaeology continued; Ethics and the issue of informed consent (AAA, SAA and SSHRC ethics guidelines) |
| September 16 | Analogical reasoning and its appropriate use in archaeological inference
Compulsory classes: students must sign in to both classes |
| Week 3: | Ethnoarchaeological Method and Theory |
| September 21 | Analogical reasoning continued with in-class study from the arctic (avoiding tyranny and using multiple lines of evidence)
Compulsory class: students must sign in. |
| September 23 | Methods: interview, observation, experimentation and analyses
Compulsory class: students must sign in. |
| Week 4: | Site formation Processes and hunter-gatherers |
| September 28 | Site Formation Processes (Behavioral archaeology/MRT/symbolic) |
| September 30 | Site formation processes (fauna, soil residues and activity area analysis) |
| Week 5: | Feasting: status, complexity and networking |
| October 5 | Feasting and drinking |
| October 7 | <i>Exam 1 (25% of final grade: Wednesday class covering material from Weeks 1-5)</i> |

- Week 6:** Origins of agriculture
October 12 **THANKSGIVING – NO CLASSES**
October 14 Ethnoarchaeological approaches to the origins of agriculture
Assignment 1 is due in Wednesday class (20% of final grade)
- Week 7:** **Culinary practices: technological proxies; social identity**
October 19 Cuisine and social identities (ethnicity, gender, status)
October 21 Grinding grain and baking bread
- Week 8:** **Ethnoarchaeology of architecture and cultural landscapes**
October 26 Architecture and constituting histories (Lane)
October 28 Social memory and cultural landscapes
- Week 9:** **Ethnoarchaeology of Technology: how things are made**
November 2 Hide workers, potters and metal workers
November 4 Testing theories of technology: ethnoarchaeological experiments
- Week 10:** **Technology and Social Identity: investigating material history**
November 9 Style theory and technological style: chaîne opératoire
November 11 **REMEMBRANCE DAY/READING WEEK NO CLASSES**
- Week 11:** **Technological style continued; Trade and exchange**
November 16 Ontological approaches to craft and technological styles
November 18 Salt trade: tracking commodities that are consumed!
Assignment 2 is due in Monday class! (20% of final grade)
- Week 12:** **Ethnoarchaeology of Trade and Exchange continued**
November 23 *Exam 2 (25% of final grade Monday class covering material from Weeks 6-10)*
November 25 Trade and exchange continued
- Week 13:** **Ethnoarchaeology of Ritual**
November 30 Shrines and processions
December 2 Mortuary practices
- Week 14:**
December 7 *Last Quiz (10% of final grade and covering material from Weeks 11-13)*

ADDITIONAL CONTENT

Writing across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodation Policy

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

Academic Misconduct

Academic dishonesty is an unacceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Plagiarism

Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk Information

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact Information for Student and Faculty Representation

Student Union Vice President – Academic

Phone: (403) 220-3911

Email: suypaca@ucalgary.ca

Student Union Faculty Representatives

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

Student Ombudsman's Office

<http://www.ucalgary.ca/provost/>

Readings: All readings are in journals that can be accessed through our library. Required readings have an asterisk beside them. Others provide further background.

Week 1: Background to Ethnoarchaeology

1. Cunningham, Jerimy J. 2003. Transcending the “obnoxious spectator”: a case of processual pluralism in ethnoarchaeology. *Journal of Anthropological Archaeology* 22: 389-410.

*2. Cunningham, Jerimy. 2009. Ethnoarchaeology beyond correlates. *Ethnoarchaeology* 1(2): 115-136.

3. González-Ruibal, Alfredo. 2006. The past is tomorrow. Towards an archaeology of the vanishing present. *Norwegian Archaeological Review* 39(2): 110-125.

4. Hamilakis, Yannis. 2011. Archaeological Ethnography: a multitemporal meeting ground for archaeology and anthropology. *Annual Review of Anthropology* 40:399-414.

Week 2: History of Ethnoarchaeology and Ethics; Analogical reasoning

*1. Online website for AAA code of Ethics and the SAA code of ethics

*2. Stahl, Ann Brower. 1993. Concepts of time and approaches to analogical reasoning in historical perspective. *American Antiquity* 58(2): 235-260. (This remains one of the best explanations of the use of analogical reasoning).

3. Fewster, Kathryn J. 2006. The potential of analogy in post-processual archaeologists: a case study from Basimane Ward, Serowe, Botswana. *Journal of the Royal Anthropological Institute* 12(1): 61-87.

Week 3: Ethnoarchaeological Method and Theory

*1. Friesen, T. Max. 2002. Analogues at Iqualuktuuq: the social context of archaeological inference in Nunavut, Arctic Canada. *World Archaeology* 34(2): 330-345. (This will be used as an example of the importance of ethnoarchaeological research in community engagement and the use of multiple lines of evidence in research).

Week 4: Site Formation Processes

1. Gifford-Gonzalez, Diane. 2014. Constructing community through refuse disposal. *African Archaeological Review* 31: 339-382.

*2. Jarvenpa, Robert and Hetty Jo Brumbach. 2009. Fun with Dick and Jane. Ethnoarchaeology, circumpolar toolkits, and gender “inequality”. *Ethnoarchaeology* 1(1): 57-78.

3. Jones, Sharyn, Anna McCown, Mallory Messersmith, Courtney Andres, and Loretta A. Cormier. 2009. Talking Trash. Studies in Garbology from Fiji’s Lau Group. *Ethnoarchaeology* 4(2): 147-184.

4. Kelly, Robert L. 2011. Why did Binford's Middle-Range Program outcompete Schiffer's Formation Processes Program? *Journal of Archaeological Method and Theory* 18:284-290.

*5. Knudson, Kelly J. and Liam Frink. 2010. Ethnoarchaeological analysis of Arctic fish processing: chemical characterization of soils on Nelson Island, Alaska. *Journal of Archaeological Science* 37: 769-783.

Week 5: Feasting: status, complexity and networking

*1. Hayden, Brian. 2009. Funerals as feasts: why are they so important? *Cambridge Archaeological Journal* 19: 29-52.

*2. Hayashida, Frances M. 2008. Ancient beer and modern brewers: Ethnoarchaeological observations of *chicha* production in two regions of the north coast of Peru. *Journal of Anthropological Archaeology* 27(2): 161-174.

Week 6: Origins of Agriculture

*1. Greaves, Russell D., and Karen L. Kramer. 2014. Hunter-gatherer use of wild plants and domesticates: archaeological implications for mixed economies before agricultural intensification. *Journal of Archaeological Science* 41: 263-271.

Week 7: Culinary practices: technological proxies; social identity

1. Lyons, Diane and A.C. D'Andrea. 2003. Griddles, ovens and agricultural origins: an ethnoarchaeological study of bread baking in highland Ethiopia. *American Anthropologist* 105(3): 515-530.

2. Lyons, Diane. 2007. Integrating African cuisines. *Journal of Social Archaeology* 7(3): 346-371.

*3. Hamon, Caroline and Valerie Le Gall. 2013. Millet and sauce: the uses and functions of querns among the Minyanka (Mali). *Journal of Anthropological Archaeology* 32:109-121.

*4. Grillo, Katherine M. 2014. Pastoralism and Pottery Use: an Ethnoarchaeological Study in Samburu, Kenya. *African Archaeological Review* 31:105-130.

Week 8: Ethnoarchaeology of architecture and cultural landscapes

*1. Kearney, Amanda. 2010. An ethnoarchaeology of engagement. Yanyuwa places and the lived cultural domain in Northern Australia. *Ethnoarchaeology* 2(1): 99-120.

*2. Lane, Paul. 2006. Household assemblages. Lifecycles and the remembrance of things past among the Dogon of Mali. *The South African Archaeological Bulletin* 61(183):40-56.

3. Lyons, Diane. 2009. How I built my house: the logic of gendered technical practice in Tigray Region, Highland Ethiopia. *Journal of Ethnoarchaeology* 1(2): 137-161.

4. Sephena, John. 2007. Memory, commemoration and the meaning of a suburban war memorial. *Journal of Material Culture* 12(3): 241-261.

Week 9: Ethnoarchaeology of Technology: how things are made

*1. Arthur, J. W. 2014. Culinary crafts and foods in southwestern Ethiopia: an ethnoarchaeological study of Gamo groundstones and pottery. *African Archaeological Review* 31(2): 131-168.

*2. Martinon-Torres, Marcos and Maria Alicia Uribe-Villegas. 2015. Technology and culture in the invention of lost-wax casting in South America: an Archaeometric and Ethnoarchaeological Perspective. *Cambridge Archaeological Journal* 25(1): 377-390.

3. Weedman, Kathryn. 2006. An ethnoarchaeological study of hafting and stone tool diversity among the Gamo of Ethiopia. *Journal of Archaeological Method and Theory* 13(3):189-238.

Weeks 10 and 11: Technology and Social Identity

*1. Lane, Paul. 2008. Production and symbolism of cloth and clothing among the Dogon of Mali. *Anthropos* 103(1): 77-98

2. Lyons, Diane. 2014. Perceptions of Consumption: constituting potters, farmers and blacksmiths in the culinary continuum in eastern Tigray, northern highland Ethiopia. *African Archaeological Review* 31(2): 169-201.

*3. Schmidt, Peter R. 2009. Tropes, materiality, and ritual embodiment of African iron smelting furnaces as human figures. *Journal of Archaeological Method and Theory* 16: 262-282.

4. Sterner, Judith. 2012. Mandara Mountain basketry in continental context: significance for archaeologists. *Azania: Archaeological Research in Africa* 47(3): 288-313.

Week 12: The Ethnoarchaeology of Trade and Exchange

*1. Longacre, William A. and Taylor R. Hermes. 2015. Rice farming and pottery production among the Kalinga: new ethnoarchaeological data from the Philippines. *Journal of Anthropological Archaeology* 38: 35-45.

2. Williams, Eduardo. 2003. Salt production in the coastal area of Michoacan, Mexico. *Ancient Mesoamerica* 13:237-253.

*3. Yazdum Leila Papoli, Omran Garahzian, and Maryam Dezhamkhooy. 2011. Exchange system patterns in Bam, southeastern Iran, after the Earthquake (December 2003). *Ethnoarchaeology* 3(1): 29-62.

Week 13: The Ethnoarchaeology of Ritual

- *1. Garazhian, Omran, and Leila Papoli Yazdi. 2008. Mortuary practices in Bam after the earthquake: an ethnoarchaeological study. *Journal of Social Archaeology* 8(1):94-112.

- *2. Woodfill, Brent. 2014. Interpreting an Early Classic pecked cross in Candelaria Caves, Guatemala: archaeological and indigenous perspectives. *Ethnoarchaeology* 6(2): 103-120.